Inclusiveness

JIMMA UNIVERSITY

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- **Impairment:** refers to any loss or lack of psychological, physiological, or anatomical structure or function

- **Disability:** is any restriction or lack of ability resulting from impairment to perform an activity in the manner or within the range considered normal for a person of the same age, culture, and education

- **Handicap:** a handicap is a disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfilment of the role that is typical (depending on age, gender, and social or cultural factors) for that individual

Models of Disability

- **The five models of disability:**

1. **Medical Model of Disability**
2. **Social Model of Disability**
3. **Charity Model of Disability**
4. **Functional Model of Disability**
5. **Human Rights Model of Disability**

Medical Model of Disability

- Under the medical model, *PWDs* are defined by their illness or medical condition
- This model promotes the view of *PWDs* being a dependent and needing to be cured or cared for, and it justifies the way in which people with disability have been systematically excluded from society
- The medical model holds that disability results from an individual person's physical or mental limitations, and is largely unconnected to the social or geographical environments
- It is sometimes referred to as the Biological-Inferiority or Functional-Limitation Model

Social Model of Disability

- The Social Model views disability as a consequence of environmental, social and attitudinal barriers that prevent people with impairments from maximum participation in society.
- It is best summarized in the definition of disability from the Disabled Peoples' International: "the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others, due to physical or social barriers."

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"It is society that disables us, not our impairments."

- The social model of disability is based on a distinction between the terms "impairment" and "disability."
- A fundamental aspect of the social model concerns equality and strongly believes in the phrase "Nothing about us without us"
- It addresses issues such as under-estimation of potential of disabled people to contribute to the society by enhancing economic values if given equal rights, suitable facilities and opportunities

The Charity Model of Disability

The charity model

- Treats PWDs as helpless victims needing ‘care’ and ‘protection’
- Needs PWDs for the purpose of charity only.

The functional model

- ***The functions of the individual influence the definition of disability***
- Individuals who enjoy physical activities would probably be more affected by mobility impairment than those who do not care for such activities
- Also, individuals whose work does not require physical strength, movement or stamina would be less affected by mobility disability
- Individuals who are visual learners and lose their vision probably experience a greater sense of loss than auditory learners who lose their sight

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- Example professional pianist who has one finger amputated

- The loss of one finger would probably not be considered a disability for most people and yet, because of the impairment in occupational functioning for the concert pianist, the amputation would be a life-changing disability

Human Rights Model of Disability

- The human rights model positions disability as an important dimension of human culture, and it affirms that all human beings irrespective of their disabilities have certain rights which are inalienable
- **This model builds upon the spirit of the Universal Declaration of Human Rights, 1948, according to which, 'all human beings are born free and equal in rights and dignity.'**

Conti….

- The principle of diversity provides the foundation to accept disability as part of human variation
- However, it is a sad reality that in practice our treatment of difference has been rather poor, especially in the context of disability
- The doctrine of differentiation is of particular importance to PWDs, some of whom may require specialized services or support in order to be materially equal to others

Human Rights Model of Disability

- ***'A rights based approach to disability and development is about leveling the playing field so that people with disabilities can access jobs, education, health and other services.***
- ***A rights based approach is about the removal of physical and social barriers; it is about attitude adjustments for policy makers, employers, teachers, health care professionals and even family members.***
- ***A rights based approach is about ensuring universal design, accessible technology, and coordinated public programs and service. The approach requires government to provide the resources necessary to implement these goals and to enforce penalties for those who refuse to cooperate.'***

Causes of Disability

- Some people, especially in the past times, wrongly believe that **disability is a punishment from God**
- There are some who still believe that **disability is a form of personal punishment for individual with disability, a kind of karma for their past mistakes**, which is totally unacceptable now days.

❖ **So what do you think is the causes of disability?**

Genetic Causes

- Abnormalities in genes and genetic inheritance can cause intellectual disability in children
- **Down syndrome** is the most common genetic condition
- Sometimes diseases, illnesses, and over-exposure to x-rays can cause a genetic disorder

Environmental Factors/causes

Causes of Disability

- Poverty and malnutrition in pregnant mothers can cause a deficiency in vital minerals and result in deformation issues in the unborn child
- After birth disease, poverty and malnutrition can also cause poor development of vital organs in the child, which can eventually lead to disability
- The use of drugs, alcohol, tobacco, the exposure to certain toxic chemicals and illnesses, cytomegalovirus, rubella and syphilis by a pregnant mother can cause intellectual disability to the child

Conti…

- Childhood diseases such as a whooping cough, measles, and chicken pox may lead to meningitis and encephalitis
- This can cause damage to the brain of the child
- Toxic material such as lead and mercury can damage the brain too
- Unfortunate life events such as drowning, automobile accidents, falls and so on can result in people losing their sight, hearing, limbs and other vital parts of their body and cause disability

- The human body is a phenomenal thing
  - **Unknown Causes**
- Scientists have still not figured out what and how some things in the body, cells, brain, and genes come about
- Humans have still not found all the answers to all the defects in the human body

Type of Disabilities

- **The four broad categories (types) of disabilities**

1. **Physical disabilities**
2. **Intellectual disabilities**
3. **Emotional and Behavioural Disorders**
4. **Cognitive disabilities**
5. **Speech, Language and Communication Disorders/Difficulties**
6. **Psychiatric disabilities**

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1. Physical Disabilities

- visual impairments
- hearing impairments
- dual sensory loss, such as deaf-blindness
- mobility impairments
- health disorders

Conti….

- **Physical disabilities** include mobility impairments; neurologic impairments such as cerebral palsy and seizure disorders; traumatic brain injuries; musculoskeletal conditions, such as muscular dystrophy and arthritis; sensory loss; and health impairments/disorders

Conti.....

- **Sensory impairments:** the major one are visual impairments and auditory/hearing impairment
- **Visual Impairments**
  - **Many professionals in the field, divides persons with visual loss into two: low vision/partially sighted and blindness**

a. **Low vision/partially sighted/** is legally defined as a condition in which one's vision is seriously impaired, defined usually as having between **20/200 and 20/70** central visual acuity in the better eye, with correction

b. **Blind:** is a descriptive term referring to a **lack of sufficient vision** for the daily activities of life.

Conti.....

- **Auditory/Hearing Impairments**
  - **Professionals in the field,** defined auditory/hearing impairment as continuum of hearing loss from **mild to profound**, which included the sub-classifications of the **hard of hearing** and **deaf**

a. **Hard-of-hearing: a term to describe persons with enough residual hearing, to use hearing (usually with a hearing aid)** as a primary modality for acquisition of language and in communication with others. This condition can adversely affect the child's educational performance to some extent

Conti…

b. **Deaf: a term used to describe persons whose sense of hearing is non-functional for ordinary use in communication, with or without a hearing aid. It is so severe that the person is impaired in processing linguistic information which adversely affects the educational performance**

- **Pre lingual deafness occurs before the individual develops speech, usually before the age of two, and post lingual deafness occurs after the age of two**
- **Obviously, the functional limitations of pre lingual deafness are greater than those of post lingual deafness since with the latter, the individual usually has the capacity to speak**

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- **Dual Sensory Loss (Deaf-Blindness)**
- **Deaf-blindness refers to a person with both hearing and visual disabilities**
- **The Individual with Disabilities Education Act (IDEA) officially defines the term as "concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness."**
- **As would be expected, individuals who are both deaf and blind experience severe communication deficits**

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- A biographer of **Helen Keller** explained the disability of deaf-blindness: "Today, relatively few deaf-blind people suffer [sic] from Helen Keller's condition—that is, being completely deaf and blind from an early age
- The life-threatening childhood infections such as meningitis and scarlet fever have been for the most part eradicated and the simultaneous onset of blindness and deafness seldom occurs….In general, deafness precedes blindness
- Today 50 percent of the deaf-blind population suffer [sic] from Usher syndrome, a genetic condition characterized by hearing loss and by retinitis pigmentosa, an irreversible condition causing…eventual total blindness in middle age" (Hermann, 1998, p. 340)

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- **Mobility Impairments**
- **Mobility impairment** refers to the inability of a person to use one or more of his/her extremities, or a lack of strength to walk, grasp, or lift objects.
- **Mobility impairment** is a disability that affects movement ranging from gross motor skills, such as walking, to fine motor movement, involving manipulation of objects by hand.
- **Mobility impairments** interfere with the individual's movement and coordination. Examples of such impairments are spinal bifida, cerebral palsy, spinal cord injuries, paraplegia, quadriplegia, muscular dystrophy and amputations, including congenital limb deficiencies.

Health rerated difficulties

- **Health related difficulties include children with neurological defects, orthopaedic conditions, birth defects, developmental disabilities, and conditions that are the result of infection and diseases.**
- **It can be categorized as of the following:**

1. **Neurological based disorders**
2. **Musculoskeletal related problems**
3. **Health related impairments**
4. **Accident based physical/ motor disabilities**

1. Neurological based disorders

- **Neurological impairments** are problems with the structure or functioning of the central nervous system, including the brain and the spinal cord
- The most common neurological disorders include:
  A. Seizure disorders,
  B. Cerebral palsy,
  C. Spinal bifida and spinal cord defects, and
  D. Traumatic brain injury

A. Convulsive/ seizure Disorders

- The word "convulsion" refers to a general seizure involving rapid spasmodic contraction and relaxation of the musculature
- Epilepsy or convulsive disorder is the most common neurological impairments encountered in the school
- It is a disorder in which the individual has a tendency to have recurrent seizures-sudden, excessive, spontaneous, and abnormal discharge of neurons in the brain accompanied by alteration in motor function, and/or sensory function, and/or consciousness

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- **Seizures may be caused by many conditions and circumstances and are divided into two:**
  - **Primary epilepsies-** They usually appear at a young age; occur in families where there is some history of epilepsy.
  - **Secondary epilepsies-** They may appear at any age and result from accidents or child abuse, brain injury, meningitis, etc.

B. Cerebral palsy

- **Cerebral Palsy -** is a disorder of movement and posture caused by a defect in the developing brain
  - It is frequently encountered in school children
  - The child with cerebral palsy is unable to fully control his/her movements or motor functions
  - Since cerebral palsy is the result of damage to certain areas of the brain to, it is not a disease
  - Rather, cerebral palsy is a condition that is

Conti…

- Damage may occur before (prenatally), during (peri-natally), or immediately after (post-natally) the child birth
- Occasionally, an individual will acquire cerebral palsy later in childhood
- Acquired cerebral palsy is usually the result of brain damage resulting from accidents, brain infections, or child abuse

C. Spinal bifida and spinal cord defects

- **Spinal Bifida and Spinal Cord Defects:** Spinal bifida is a developmental defect where the spinal column fails to close properly.
- The defect's seriousness depends on how high the defect is along the spinal column (the closer to the neck, the more serious the impairment) and how much of the spinal cord material is involved in the damage

D. Traumatic brain injury

- **Traumatic Brain Injury:** Traumatic brain injury is severe trauma to the head that results in lingering physical and cognitive impairments
  - Individuals who have traumatic brain injury can require many years of work to relearn simple tasks
  - Fortunately, advances in medical technology are making recovery possible in some cases

2. Musculoskeletal related problems

- **Polio:** **Polio is a muscular disease in which poliomyelitis, viral infection, attacks the nerve cells in the spinal cord that controls muscle function.**

Conti…

- **Muscular Dystrophy: It is a progressive muscle weakness that comes from problems in the muscles themselves**
  - The muscle cells degenerate and are replaced by fat and fibrous cells
  - The cause of muscular dystrophy is unknown, but it appears to run in families, usually transmitted by the mother's genes
  - It mainly affects boys

3.Health related impairments

❖Health Related Impairments

- Although there are a number of conditions caused by diseases, the main conditions which forces children to face special problems within the category of **health impairments include the following:**
  - **HIV Infection**
  - **Asthma**
  - **Cytomegalovirus (CMV)**

4. Accident based physical/ motor disabilities

- **Accident based physical/ motor disabilities –** are problems occurring on an individual anytime in life that hampers development and daily living of an individual at any moment. Most of these types occur by nature or due to some forms of damage to the body parts. e.g., amputation

Causes of physical/motor/mobility:

- The causes of physical/motor/mobility disabilities and health impairments can be recognized as:
  - Biological causes,
  - Infections and
  - Toxins, injury, socioeconomic and environmental factors

2. Intellectual Disabilities

- **Intellectual disabilities include mental retardation and Down syndrome**
- **DSM-5 (Diagnostic and Statistical Manual of Mental Disorders)** defines intellectual disabilities as neurodevelopmental disorders that begin in childhood and are characterized by intellectual difficulties as well as difficulties in conceptual, social, and practical areas of living.

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- **The DSM-5 diagnosis of ID requires the satisfaction of three criteria:**

1. **Deficits in intellectual functioning**—“reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience”—confirmed by clinical evaluation and individualized standard IQ testing (APA, 2013, p. 33);
2. **Deficits in adaptive functioning** that significantly hamper conforming to developmental and sociocultural standards for the individual's independence and ability to meet their social responsibility; and
3. **The onset of these deficits during childhood.**

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- The terms “mild,” “moderate,” “severe,” and “profound” have been used to describe the severity of the condition (see Table 2.1)
- This approach has been helpful in that aspects of mild to moderate ID differ from severe to profound ID
- The DSM-5 retains this grouping with more focus on daily skills than on specific IQ range

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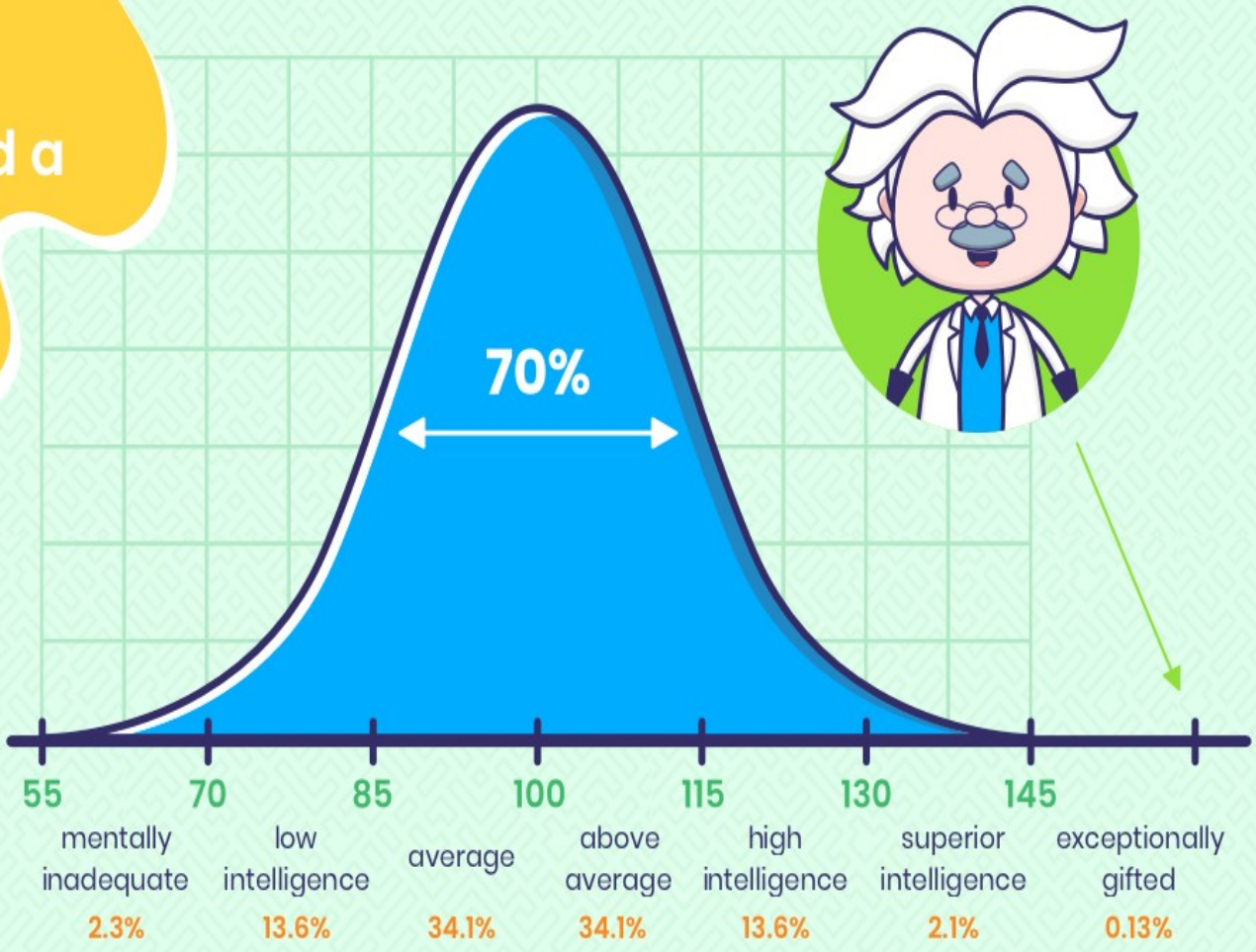
TABLE 2.1: Classifications of Intellectual Disability

Severity Category	Approximate Percent Distribution of Cases by Severity	DSM-IV Criteria (severity levels were based only on IQ categories)	DSM-5 Criteria (severity classified on the basis of daily skills)
Mild	85%	Approximate IQ range 50/55–70/75	Can live independently with minimum levels of support.
Moderate	10%	Approximate IQ range 35/40–50/55	Independent living may be achieved with moderate levels of support, such as those available in group homes.
Severe	3.5%	Approximate IQ range 20/25–35/40	Requires daily assistance with self-care activities and safety supervision.
Profoun	1.5%	IQ <20/25	Requires 24-hour care.

What Is Considered a High IQ?



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- **Down syndrome (sometimes called Down's syndrome)** is a condition in which a child is born with an extra copy of their 21st chromosome—hence its other name, trisomy 21. This causes physical and mental developmental delays and disabilities.
- Many of the disabilities are lifelong, and they can also shorten life expectancy. **However**, people with Down syndrome can live healthy and fulfilling lives.

3. Emotional and Behavioural Disorders

- Children with emotional and behavioral disorders are referred to by a variety of terms such as emotionally disturbed, socially maladjusted, psychologically disordered, emotionally handicapped or even psychotic if their behavior is extremely abnormal or bizarre.
- Some of the problems associated with behavior difficulties include disruptiveness, tantrums, anxiety and depression

Classifications of EBD

- **Emotional or behavioural problems and disorders fall into two very broad classifications:**

1. **Externalizing behaviour** also called under controlled conduct disorder or acting out; and
2. **Internalizing behaviour** sometimes called over controlled anxiety,

Conti…

- **Externalizing Behaviours: these are aggressive behaviours expressed outwardly toward other persons.**
- **This includes**
  - ✓ Disruptiveness
  - ✓ Fighting
  - ✓ Destructiveness
  - ✓ Irresponsibility
  - ✓ Jealous
  - ✓ anger
  - ✓ bossiness, profanity, attention seeking, and boisterousness, socialized aggression which includes association with bad companions or gangs, truancy, stealing, and delinquency, defiance of authority, irritability and troublesomeness, hostile aggression and hyperactivity…

Conti…

- **Internalizing behaviours: These are those expressed in a more socially withdrawal operates**
- **These includes**

✓ social withdrawal

✓ Anxiety

✓ feeling of inadequacy (or inferiority)

✓ guilt, shyness

✓ Depression

✓ hypersensitivity, chewing finger nails, reclusive, infrequent smiling, chronic sadness, immaturity which includes a short attention span, preoccupation, clumsiness, passivity, day dreaming, sluggishness, drowsiness, giggling, preference for younger play master, and a feeling of being ‘picked on’ by others

Conti…

- **Some general types of behavioral characteristics of disturbed persons are aggression, withdrawal, and inadequacy or immaturity**

a. **Aggressive behaviour:** the most common characteristics of behaviour-disordered children are aggression and acting out. Aggression takes many forms of verbal abuse toward adults and other children, destructiveness and vandalism, physical attacks on others it considered to be behaviour intended to cause injury or pain (psychological or physical) or to destroy

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b. Hyperactivity: Disabled and mentally retarded children, as well as many emotionally disturbed individuals characterized by abnormally excessive activity or movement. **Hyperactive children usually do not get along well with other peoples. Hyperactive children often are also impulsive.**

c. Withdrawn Behavior: Withdrawn children keep others at a distance both physically and emotionally. **They may lack social approach responses, responsiveness to others' social initiations, or both**

d. Inadequacy/immaturity: Immature children may behave in ways that are characteristics of much younger moral children, or they may fail to meet reasonable demands of performance

Causes of Behavioral and Emotional Disorders

- Behavioral and emotional disorders resulted from many causes; these includes the following

1. **Biological-**includes genetic disorders, brain damage, and malnutrition, allergies, temperament and damage to the central nervous system
2. **Family factors**-include family interactions, family influence, child abuse, neglect, and poor disciplinary practices at home
3. **Cultural factors-**include some traditional and cultural negative practices, for example watching violence and sexually oriented movies and TV programs
4. **Environmental factors-**include peer pressure, living in impoverished areas, and schooling practices that are unresponsive to individual needs.

4. Cognitive Disabilities

- **Cognitive disabilities impair perception, memory, information processing, reasoning, sensory discrimination (auditory and visual) and attention**
- ***Learning disabilities and traumatic brain injury are cognitive disabilities* (Cruickshank, 1990; Gaddes, 1985; Hallahan, Kauffman, & Lloyd, 1985)**

❖ Learning Disabilities

- **Learning difficulty/disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning and mathematical abilities.**

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- **The major contributing factors for learning difficulties are:**

1. **Brain dysfunction –** mind controls every process in an individual. And, any kind of problem in this area will undoubtedly disturb the whole system thereby causing a problem in mental and other learning processes.
2. **Genetics -** research revealed that identical twins showed highest frequency of dyslexia than fraternal twins.
3. **Environmental Deprivation and Malnutrition -** severe malnutrition at an early age can affect the central nervous system and hence the learning and development of the child. What a child experienced in the home, community, school, etc. can affect attention and other psychological processes related to learning.

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4. **Motivational and affective factors -** a child who has failed to learn for one reason or another tends to have low expectation of success, does not persist on tasks and develops low self-esteem. These attitudes reduce motivation and create negative feelings about a given work.
5. **Physical conditions -** visual and hearing defects, confused laterality and spatial orientation, poor body image, etc can inhibit individual's ability to learn.
6. **Psychological Conditions -** attention disorders, auditory and visual memory disorders, perception disorders, cognitive disabilities and language delay, etc. can be contributing factors to academic disabilities.

Classification of LD

- **Scholars in the area classify learning disability/difficulty into two.**

1. **Developmental learning disabilities** in which individuals manifest problems in attention, memory, perceptual-motor, thinking, language, etc.
2. **Academic learning disabilities** that include problems in reading, spelling and writing, arithmetic, etc.

Types of Specific Learning Disabilities

A. Dyscalculia is a specific learning disability that **affects** a person's **ability to understand numbers and learn math**.

- Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

B. Dysgraphia is a specific learning disability that **affects** a person's **handwriting ability and fine motor skills.**

- Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

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C. **Dyslexia** is a specific learning disability **that affects reading and related language-based processing skills.**

- The severity can differ in each individual but can affect reading fluency; decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

D. **Language Processing Disorder** is a specific type of Auditory Processing Disorder (APD) in which there is **difficulty attaching meaning to sound** groups that form words, sentences and stories. While an APD affects the interpretation of all sounds coming into the brain, a Language Processing Disorder (LPD) relates only to the processing of language. LPD can affect

Conti...

E. Non-Verbal Learning Disabilities is a disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills.

- Typically, an individual with NLD (or NVLD) has trouble interpreting nonverbal cues like facial expressions or body language, and may have poor coordination.

F. Visual Perceptual/Visual Motor Deficit is a disorder that affects the understanding of information that a person sees, or the ability to draw or copy.

- A characteristic seen in people with learning disabilities such as Dysgraphia or Non-verbal LD, it can result in missing subtle differences in shapes or printed letters, losing place frequently, struggles with cutting, holding pencil too tightly, or poor eye/hand coordination

❖Traumatic Brain Injury

- **Traumatic Brain Injury (TBI)** is a non-degenerative, non-congenital insult (injury to the body or one of its parts) to the brain from an external mechanical force, possibly leading to permanent or temporary impairment of cognitive, physical, and psychosocial functions, with an associated diminished or altered state of consciousness
- **Traumatic Brain Injury (TBI)** is a disruption in the normal function of the brain that can be caused by a blow, bump or jolt to the head, the head suddenly and violently hitting an object or when an object pierces the skull and enters brain tissue

Causes of TBI

- ***Hypotheses of the causation generally fall into two categories: neurological causes or genetic causes***
  - ✓ Damage to the central nervous system, usually occurring at birth, such as anoxia or abnormal fetal position or infections, are thought to be associated with learning disabilities
  - ✓ Genetic abnormalities are also thought to be linked to learning disabilities
  - ✓ Accidents, strokes, or infections

5. Speech, Language and Communication Disorders/Difficulties

- **Communication** is the transfer of knowledge, ideas, opinions and feelings which is usually accomplished through the use of language
  - In some other cases, it is transfer of information through glance of an eye, a gesture, or of some other nonverbal behaviour
- **Language** is the formalized method of communication by which ideas are transmitted to others
- **Speech** is the vocal production of language and vocal systems are parts of the respiratory system used to create voice

Conti…

- **Any deviation from using language and speech in the formal system of communication leads an individual to language or speech disorder which is known as communication disorder**
- **A communication disorder is a neurodevelopmental disorder characterized by impairments in sending, receiving, processing, or comprehending verbal, nonverbal, or graphic language, speech, and/or communication**
- **Communication disorders may be developmental or acquired (secondary to trauma or neurological disorder)**

The most common developmental speech disorders that interfere with child's education/life are the following

- **Voice disorders – absence or abnormal production of vocal quality – pitch, loudness, resonance, and/or duration**
- **Articulation disorder – abnormal production of speech sounds. e.g., addition, omission, distortion, subtraction, … of sounds in a word**
- **Fluency disorders – are interruptions in the flow, rate, and/or rhythm of verbal expressions characterized by elongation, repetition and hesitations formed during communication that interrupt the flow of speech**
- **The two most common developmental deviations of fluency are stuttering and stammering**

6. Psychiatric Disabilities

- **Mental illness:** any of a broad range of medical conditions (such as major depression, schizophrenia, obsessive compulsive disorder, or panic disorder) that are marked primarily by sufficient disorganization of personality, mind, or emotions to impair normal psychological functioning and cause marked distress or disability and that are typically associated with a disruption in normal thinking, feeling, mood, behavior, interpersonal interactions, or daily functioning
- **Mental illnesses** are of different types and degrees of severity. Some of the major types are **depression, anxiety, schizophrenia, bipolar mood disorder, personality disorders, and eating disorders**
- The most common mental illnesses are **anxiety and depressive disorders**.

Causes of Mental illness

There is no single cause of mental illness. Instead, it's thought that they stem from a wide range of factors (sometimes in combination). The following are some factors that may influence whether someone develops a mental illness (Uher & Zwicker, 2017).

- **Biology**: Brain chemistry plays a major role in mental illnesses. Changes and imbalance in neurotransmitters, the chemical messengers within the brain, are often associated with mental disorders
- **Environmental exposures**: Children exposed to certain substances in utero may be at higher risk of developing mental illness. For example, if your mother drank alcohol, used drugs, or was exposed to harmful chemicals or toxins when she was pregnant with you, you may be at increased risk

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- **Genetics**: Experts have long recognized that many mental illnesses tend to run in families, suggesting a genetic component. People who have a relative with a mental illness—such as autism, bipolar disorder, major depression, and schizophrenia—may be at a higher risk of developing it, for example
- **Life experiences**: The stressful life events you've experienced may contribute to the development of mental illness. For example, enduring traumatic events might cause a condition like PTSD while repeated changes in primary caregivers in childhood may influence the development of an attachment disorder.

Vulnerability

- The *Oxford English Dictionary* defined vulnerable as being **'exposed to being attacked or harmed, either physically or emotionally' (Pearsall 2002: 1608)**
- The *Concise Oxford Dictionary* defined it as **'that which maybe wounded, susceptible of injury, exposed to damage by a weapon, or criticism' (Sykes 1982: 1205)**
  - **Without adequate protection:** open to physical or emotional harm
  - **Extremely at risk:** easily persuadable or liable to give in to temptation
  - **Physically or psychologically weak**: unable to resist illness, debility, or failure
  - **Open to attack:** exposed to an attack or possible damage

Vulnerability

- Based on the existing literature, vulnerability can be generally defined as a complex phenomenon that refers to the following dimensions:

1. **Economic difficulties/lack of financial resources:** poverty, low living standards, housing problems (e.g. too damp, too expensive, too cold or difficult to heat) etc.;
2. **Social exclusion:** limited access to facilities such as transportation, schools, libraries or medical services;
3. **Lack of social support from social networks:** no assistance from family members, friends, neighbors or colleagues (referring to practical help as well as emotional support) like highly gifted individuals;
4. **Stigmatization:** being a victim of stereotypes, being devalued, confronted with disgraceful behavior because of belonging to a particular social or ethnic group;
5. **Health difficulties:** disadvantages resulting from poor mental health, physical health or disabilities;
6. **Being a victim of crime:** in family context especially of violence.

Causes of Vulnerability

- Rapid population growth, poverty and hunger, poor health, low levels of education, gender inequality, fragile and hazardous location, and lack of access to resources and services, including knowledge and technological means, disintegration of social patterns (**social vulnerability**)
- Other causes includes; lack of access to information and knowledge, lack of public awareness, limited access to political power and representation (**political vulnerability**)

Vulnerability

Characteristics of Vulnerable People

- The following are thought to be characteristics of vulnerable people (with examples of groups of potentially vulnerable people):

1. Less physically or mentally capable (infants, older adults, people with disabilities)
2. Fewer material and/or financial resources (low-income households, homeless)
3. Less knowledge or experience (children, illiterate, foreigners, tourists)
4. Restricted by society to grow and develop according to their needs and potentials

Vulnerability

- People who are helped by others (who are then restricted by commitments) are still vulnerable people, which includes the following, extracted from various researches:

A. Women
B. Children
C. Minorities
D. Poverty
E. Disabilities
F. Age
G. Illiteracy and less education
H. Sickness
I. Giftedness and Talentedness

CHAPTER TWO
Concept of Inclusion

2.1. Definition of Inclusion

- **Understanding Inclusion**

- **Inclusion in education/service** refers to —an ongoing process aimed at offering quality education/services for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities and eliminating all forms of discrimination (UNESCO, 2008, P.3, as cited in EADSNE, 2010, p.11)
- **Inclusive services is quality provisions without discrimination and meeting the diverse needs of people**

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- **Inclusion** is seen as a process of addressing and responding to the diversity of needs of all persons through increasing participation in **learning, employment, services, cultures and communities, and reducing exclusion at all social contexts.**
- **Inclusion** involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all people, a conviction that it is the responsibility of the social system to educate all children (UNESCO, 2005), employ and provide social services.

Components of Inclusion

McLeskey and Waldron (2000) have identified inclusion and non-inclusive practices. According to them inclusion includes the following components:

- Individuals with disabilities and vulnerability attend their neighborhood schools/organization
- Each individual is in an age-appropriate general education/setting
- Every people is accepted and regarded as a full and valued member of the family and the community

Conti…

- All person receive the support that addresses their individual needs
- No individual is excluded based on type or degree of disability
- All members of the organization/school (e.g., administration, staff, students, and parents) promote cooperative/collaborative working arrangements
- Employed according to their capacities without discriminations

On the other hand, they argue that inclusion does not mean:

- Placing individuals with disabilities into general setting/education classrooms without careful planning and adequate support
- Placing all individuals who have disabilities or who are at risk in one or a few designated organization/classrooms
- Spending a uneven amount of time for persons with disabilities

Conti…

- Isolating person with disabilities socially, physically,
- Endangering the achievement of general education students through slower instruction or a less challenging curriculum
- Relegating special education teachers to the role of assistants in the general education classroom
- Requiring general and special education teachers to team together without careful planning and well-defined responsibilities

Principles of Inclusion

- The **fundamental principle of inclusion** is that all persons should learn, work and live together wherever possible, regardless of any difficulties or differences they may have.
- UNESCO (2005) has provided **four major inclusion principles** that support inclusive practice.
- These include:

1. **Inclusion is a process**
2. **Inclusion is concerned with the identification and removal of barriers that hinders the development of**

Conti…

3. **Inclusion is about the presence, participation and achievement of all persons.**
4. **Inclusion invokes a particular emphasis on those who may be at risk of marginalization, exclusion or underachievement**

Rationales for Inclusion and Their Respective Descriptions

- **Implementation of inclusion has the following major rationales:**
  - **Educational,**
  - **Social, legal,**
  - **Economic** and
  - **Inclusive society building foundations**

- **Educational Foundations**

- Children do better academically, psychologically and socially in inclusive settings.
- A more efficient use of education resources.
- Decreases dropouts and repetitions.
- Teachers competency (knowledge, skills, collaboration, satisfaction, etc.).

Conti…

- **Social Foundation**
- Segregation teaches individuals to be fearful, ignorant and breeds prejudice.
- All individuals need an education that will help them develop relationships and prepare them for life in the wider community.
- Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.
- **Legal Foundations**
- All individuals have the right to learn and live together
- Human being shouldn‘t be devalued or discriminated against by being excluded or sent away because of their disability
- There are no legitimate reasons to separate children for their education

Conti…

- **Economic Foundation**

- Inclusive education has economic benefit, both for individual and for society
- Inclusive education is more cost-effective than the creation of special schools across the country
- Children with disabilities go to local schools
- Reduce wastage of repetition and dropout
- Children with disabilities live with their family use community infrastructure
- Better employment and job creation opportunities for people with disabilities

Conti…

- **Foundations for Building Inclusive Society**
- Formation of mutual understanding and appreciation of diversity
- Building up empathy, tolerance and cooperation
- Promotion of sustainable development

Factors that Influenced Development of Inclusion

- **Inclusive education is facilitated by many influencing actors some of the major drivers include:**

1. **Communities**
2. **Activists and advocates**
3. **The quality education and school improvement movement**
4. **Special educational needs movement**
5. **Involvement of International agencies**
6. **Involvement of NGOs movements, networks and campaigns**
7. **Other factors**

Benefits of Inclusion

- **It is now understood that inclusion benefits communities, families, teachers, and students by ensuring that children with disabilities attend school with their peers and providing them with adequate support to succeed both academically and socially.**

1. Benefits for Students with Special Needs Education

- **In inclusive settings people will develop:**

- Appropriate models of behavior
- Observe and imitate socially acceptable behaviors of the students without special needs
- Improved friendships with the social environment

Conti…

- Increased social initiations, interactions, relationships and networks
- Gain peer role models for academic, social and behavior skills
- Increased achievement of individualized educational program (IEP) goals
- Greater access to general curriculum
- Enhanced skill acquisition and generalization in their learning
- Increased parental participation to meet these students‘ needs and ability differences
- Enhanced families integration into the community

Conti…

- improved academic achievement which leads to quality education services
- Attending inclusive schools increases the probability that students with SEN will continue to participate in a variety of integrated settings throughout their lives (increased inclusion in future environments that contribute building of inclusive society)
- Improved school staff collaboration to meet these students‘ needs and ability differences

2.Benefits for persons without Special Needs Education

- Students without special educational needs will:
- Have a variety of opportunities for interacting with their age peers who experience SEN in inclusive school settings
- Serve as peer tutors during instructional activities
- Play the role of a special_buddy‘ during lunch, in the bus or playground
- Gain knowledge of a good deal about tolerance, individual difference, and human exceptionality

Conti…

- Learn that students with SEN have many positive characteristics and abilities
- Have chance to learn about many of the human service profession such as special education, speech therapy, physical therapy, recreation therapy, and vocational rehabilitation. For some, exposure to these areas may lead to career choices.
- Have increased appreciation, acceptance and respect of individual differences among human beings that leads to increased understanding and acceptance of diversity

Conti…

- Get greater opportunities to master activities by practicing and teaching others
- Have increased academic outcomes
- have opportunity to learn to communicate, and deal effectively with a wide range of individuals; this prepares them to fully participate in society when they are adults that make them build an inclusive society

3. Benefits for teachers, parents and societies

- **Some of the major benefits of inclusive education to teachers includes:**
  - **Developing their knowledge and skills** that meet diverse students' needs and ability differences to enhancing their skills to work with their stakeholders; and gaining satisfaction in their profession and other aspects.
- **Some of the major benefits of inclusive education to parents/family includes:**
  - **Developing their positive attitude** towards their children's education, positive feeling toward their participation, and appreciation to differences among humankinds and so on.

Conti…

- **Some of the major benefits of inclusive education to society includes:**
  - **Break down barriers and prejudice** that prevail in the society towards persons with disability;
  - Communities become more **Accepting of difference,** and everyone benefits from a friendlier,
  - Open environment that values and appreciates differences in human beings; and
  - **Meaningful participation** in the

Ultimate Goal of Inclusion

- The goal of inclusive education is **to create schools/organization where everyone belongs.**
- Inclusive society is a necessary precondition for inclusive growth.
- Inclusive growth which is equitable that offers equality of opportunity to all as well as protection in market and employment transitions results from inclusive society.

Features of Inclusive Environment

- **Inclusive Environment has the following major features/characteristics:**
- Ensures the respect and dignity of individuals with disabilities
- Meets current accessibility standards to the greatest extent possible to all people with special needs
- Provides accommodations willingly and proactively
- Persons with disabilities are welcomed and are valued for their contributions as individuals.
- Is a place that is adjusted to individuals' needs

Conti…

- Acknowledges that individual differences
- Should involve continuous process of changes
- Is also directed towards developing culture, policy and practice
- Promote inclusiveness and quality provisions
- Recognizes and responds to the diverse needs of their individuals and ensuring quality provisions for all
- Committed to serve all individuals together regardless of differences.

Conti…

- Belief that all persons can learn, work and be productive.
- Promoting pro-social activities.
- It **provides services and facilities equally accessible** to all people
- It **involves mobilizing resources** within the community
- It **develops social relationships**

Barriers to Inclusion

- **The major barriers to inclusion include:**
  - Problems related with societal values and beliefs
  - Economic factors-
  - Lack of taking measures
  - Lack of stakeholders taking responsibility
  - Conservative traditions
  - Lack of knowledge and skills
  - Rigid curricula, teaching method and examination systems
  - Fragile democratic institutions
  - Inadequate resources and inaccessibility
  - Large class sizes Globalization and free market policy Using inclusive models that may be imported from other countries.

CHAPTER THREE
Identification and Differentiated Services

Factors Related to Person with Disability and Vulnerability

- **The following are often considered the most significant factors in determining a disability's impact on an individual:**

1. **The Nature of the Disability:** Disability can be acquired (a result of an accident, or acquired disease) or congenital (present at birth).
2. **The Individual's Personality**-the individual personality can be typically positive or negative, dependent or independent, goal-oriented or laissez-faire.
3. **The Meaning of the Disability to the Individual**-Does the individual define himself/herself by his/her looks or physical characteristics?
4. **The Individual's Current Life Circumstances**-The individual's independence or dependence on parents (others).
5. **The Individual's Support System**-The individual's support from family, a significant other, friends, or social groups.

Challenges of Persons with Disabilities and Vulnerabilities

- People with disabilities and vulnerabilities live with challenges that impact their abilities to conduct Activities of Daily Living (ADL).
  - **Economic Factors and Disability**
  - **Political Factors and Disability**
  - **Psychological Factors and Disability**

Needs of Persons with Disabilities and Vulnerabilities

- **Analyzing the human beings, Maslow has identified five categories of needs, with different priority levels (Fig. 1), in the following order: survival (physiological), safety, social needs, esteem, and self-actualization (self-fulfillment).**

- **Maslow‘s model is also valid for persons with disabilities and vulnerabilities, whose needs are similar to those of ordinary persons.**

- **Nevertheless, many of these needs are not fulfilled, so disabilities and vulnerabilities seek to fulfill these needs and reach a state of wellbeing.**

Maslow's Hierarchy of Needs

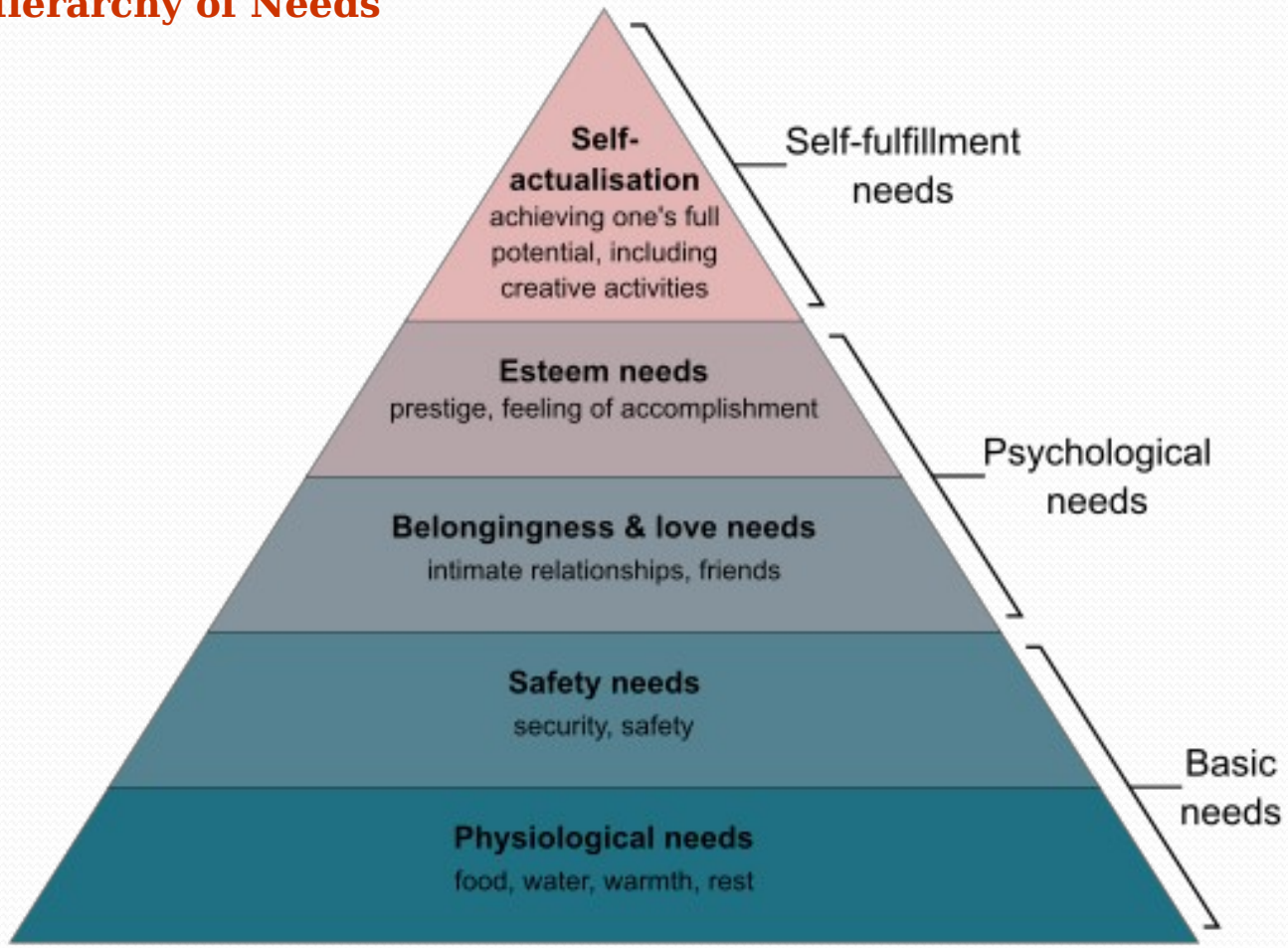

Figure 1. Maslow's Hierarchy of Needs

Needs of Persons with Disabilities and Vulnerabilities

- Persons with disabilities and vulnerabilities have socio-emotional, psychological, physical and social environmental and economic needs in general.
- **The following list but not last are basic needs of persons with disabilities and vulnerabilities to ensure equality for all within our society**

- **Full access to the Environment (towns, countryside & buildings)**
- **An accessible Transport system**
- **Technical aids and equipment**
- **Accessible/adapted housing**
- **Personal Assistance and**
- **Equal opportunities for Employment**
- **Appropriate and accessible Information**
- **Advocacy (towards self-advocacy)**
- **Counseling**
- **Appropriate and Accessible Health Care**

Social Needs of Persons with Disabilities and Vulnerabilities

- **Social needs** refer to the need to have relationships with others once the physiological and safety needs have been fulfilled
- **Social needs** are the needs for belonging, love, affection as well as for relationships with family and friends and companionship.
- **The right of persons with disabilities to social protection is recognized by the 1948 Universal Declaration of Human Rights (UDHR), the 1966 International Covenant on Economic, Social and Cultural Rights (ICESCR) and, more specifically, the 2006 UN Convention on the Rights of Persons with Disabilities (CRPD).**

Conti…

- **Article 28 of the CRPD in particular recognizes the right of persons with disabilities to an adequate standard of living and to social protection, ensuring the enjoyment of both rights without discrimination on the basis of ability.**

Gender and Disability

- **Disabilities affect men and women differently, but impact more on females compared to males due to social and cultural roles.**

- **Discriminatory cultural practices on property inheritance and property ownership affect the livelihoods of women with disabilities more adversely than men with disabilities.**

Identity and Disability

- **Identity is "the condition of being a person and the process by which we become a person, that is, how we are constituted as subjects" (Kidd, 2001).**
- **Identity is the qualities, beliefs, personality, looks and/or expressions that make a person** (self-identity as emphasized in psychology) **or group** (collective identity as pre-eminent in sociology).
- Disability as part of an individual‘s identity is seen by some as a struggle.

Belongingness and Disability

- **Somers (1999, p.16) defines belongingness as "the need to be and perception of being involved with others at differing interpersonal levels…which contributes to one's sense of connectedness (being part of, feeling accepted, and fitting in), and esteem (being cared about, valued and respected by others), while providing reciprocal acceptance, caring and valuing to others".**
- Persons with disabilities and vulnerable groups have **struggled to come to terms with a body and mind which seem unfamiliar to them**, in

The Health Care Needs of Persons with Disabilities and Vulnerabilities

- Depending on the group and setting, **persons with disabilities may experience greater vulnerability** to secondary conditions, co-morbid conditions, age-related conditions, engaging in health risk behaviors and higher rates of premature death.

Barriers to Health Care for Persons with Disabilities and Vulnerable Groups

- People with disabilities encounter a range of barriers when they attempt to access health care including the following.

A. **Prohibitive costs**
B. **Limited availability of services**
C. **Physical barriers**
D. **Inadequate skills and knowledge of health workers**

Addressing for Inclusive Barriers to Health Care

- To address inclusive health care for PWD assessing and improving things below are very essential:

A. **Policy and legislation:**
B. **Financing:**
C. **Service delivery:**
D. **Human resources:**

Disability, Vulnerability and the Environment

- **Disability** is not inherent in an individual but is, rather, a relational concept—a function of the interaction of the person with the social and physical environments.

- The amount of disability that a person experiences, depends on both the existence of a **potentially disabling condition** (or limitation) and **the environment in which the person lives**.

- For any given limitation (i.e., potential disability), the amount of actual disability experienced by a person will depend on the nature of the environment, that is, whether the environment is positive and enabling (and serves to compensate for the condition, ameliorate the limitation, or facilitate one's functional activities) or negative and disabling (and serves to worsen the condition, enhance the limitation, or restrict one's functional activities).

Disability, Vulnerability and the Environment

- **When functional limitations exist, social participation is possible only when environmental support is present.** If there is no environmental support, the distance between what the people can do and what the environment affords creates a barrier that limits social participation.
- **The environmental mat may be conceived of as having two major parts: the physical environment and the social and psychological environments.**
- **The physical environment may be further subdivided conceptually into the natural environment and the built environment**.

Creating Welcoming (Inclusive) Environment

- **External environmental modifications can take many forms. These can include assistive devices, modifications of a physical structure, object modification, and task modification.**
- **Environmental strategies may ease the burden of care experienced by a family member who has the responsibility of providing the day-to-day support for an individual who does not have the capacity for social participation and independent living in the community.**

Creating Welcoming (Inclusive) Environment

- **Examples of Environmental Modification**

1. Mobility Aids

- Hand Orthosis
- Mouth stick
- Prosthetic limb
- Wheelchair (manual and/or motorized)
- Canes
- Crutches
- Braces

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2. Communication Aids

- Telephone amplifier or TDD
- Voice-activated computer
- Closed or real-time captioning
- Computer-assisted note taker
- Print enlarger
- Reading machines
- Books on tape
- Sign language or oral interpreters
- Braille writer
- Cochlear implant
- Communication boards FM, audio-induction loop, or infrared systems

Conti…

3. Accessible Structural Elements

- Ramps Elevators
- Wide doors
- Safety bars
- Nonskid floors
- Sound-reflective building materials
- Enhanced lighting
- Electrical sockets that meet appropriate reach ranges
- Hardwired flashing alerting systems increased textural contrast

Conti…

4. Accessible Features

- Built up handles
- Voice-activated computer
- Automobile hand controls

5. Job Accommodations

- Simplification of task
- Flexible work hours
- Rest breaks
- Splitting job into parts
- Relegate nonessential functions to others

6. Differential Use of Personnel

- Personal care assistants
- Note takers
- Secretaries Editors
- Sign language interpreters

Impact of the Social and Psychological Environments on the Enabling-Disabling Process

- **The social environment is conceptualized to include cultural, political, and economic factors.**
- **The psychological environment is the intrapersonal environment.**
- This section examines how both affect the disabling process.

❖ **Culture and the Disabling Process**

- **Culture affects the enabling-disabling process at each stage; it also affects the transition from one stage to another. This section defines culture and then considers the ways in which it affects each stage of the process.**

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❖ Enabling and Disabling Factors

Type of Factor	Element of Social and Psychological Environment			
	Culture	**Psychological**	**Political**	**Economic**
Enabling	Expecting people with disabling conditions to be productive	Having an active coping strategy	Mandating relay systems in all states	Tax credits to hire people with disabling conditions
	Expecting everyone to know sign language	Cognitive restructuring	Banning discrimination against people who can perform the essential functions of the job	Targeted earned income tax credits
Disabling	Stigmatizing people with disabling conditions	Catastrophizing	Segregating children with mobility impairments in school	Economic disincentives to get off Social Security Disability Income benefits
	Valuing physical	Denial	Voting against paratransit system	No subsidies or tax credits for

Disability Inclusive Intervention and Rehabilitation Services

- **A "One-size-fits-all" approach to provide services for persons with disabilities and vulnerability groups is no longer enough.**
- **Including people with disabilities in everyday activities and encouraging them to have roles similar to peoples who do not have a disability is disability inclusion.**
- Inclusion should lead to increased participation in socially expected life roles and activities—such as being a student, worker, friend, community member, patient, spouse, partner, or parent.
- **Disability inclusion means provision of differentiated services for persons with disabilities and vulnerabilities**.

Conti…

- **Differentiated service means a multiple service delivery model that can satisfy the most needs of persons with disabilities and vulnerabilities.**

- **Socially expected activities may also include engaging in social activities, using public resources such as transportation and libraries, moving about within communities, receiving adequate health care, having relationships, and enjoying other day-to-day activities.**

To create Inclusive Intervention and Rehabilitation Services

- **The twin-track approach involves: (1) ensuring all mainstream programs and services are inclusive and accessible to persons with disabilities, while at the same time (2) providing targeted disability-specific support to persons with disabilities.**
- **Implementing the twin-track approach involves**:
- **Track 1: Mainstreaming disability as a cross-cutting issue** within all key programs and services (education, health, relief and social services, microfinance, infrastructure and camp improvement, protection, and emergency response) to ensure these programs and services are inclusive, equitable, non-discriminatory, and do not create or reinforce barriers.
- **Track 2: Supporting the specific needs of vulnerable** groups with disabilities to ensure they have equal opportunities to participate in society.

Strategies to Inclusive Intervention and Rehabilitation

- **Prevention**
  - Prevention of conditions associated with disability and vulnerability is a development issue. Attention to environmental factors–including nutrition, preventable diseases, safe water and sanitation, safety on roads and in workplaces–can greatly reduce the incidence of health conditions leading to disability.
- **A public health approach distinguishes:**

1. **Primary prevention–actions to avoid or remove the cause of a health problem in an individual or a population before it arises.**

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2. **Secondary prevention (early intervention)–actions to detect a health and disabling conditions at an early stage in an individual or a population, facilitating cure, or reducing or preventing spread, or reducing or preventing its long-term effects (for example, supporting women with intellectual disability to access breast cancer screening).**
3. **Tertiary prevention (rehabilitation)–actions to reduce the impact of an already established disease by restoring function and reducing disease related complications (for example,**

Implement Effective Intervention and Rehabilitation

- **The definition of an intervention is something that comes between two things or something that changes the course of something.**
- **An intervention is systematic process of assessment and planning employed to remediate or prevent a social, educational, or developmental problem.**
- **Rehabilitation is a treatment designed to facilitate the process recover from injury, illness, or disease to as normal a condition as possible.**

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- **Rehabilitation interventions promote a comprehensive process to facilitate attainment of the optimal physical, psychological, cognitive, behavioral, social, vocational, a vocational, and educational status within the capacity allowed by the anatomic or physiologic impairment, personal desires and life plans, and environmental (dis)advantages for a person with a disability.**

Components of Rehabilitation Interventions

- **Multiple Disciplines**
- **Rehabilitation interventions usually involve multiple disciplines. Although some focused interventions may be identified by a single service—such as cognitive retraining by a psychologist or speech pathologist, and audiologic rehabilitation through hearing-aid evaluation and dispensing—sole service does not engender the rehabilitation concept of a team approach, and it is often differentiated as therapy or medical service rather than rehabilitation.**
- **There are a variety of professionals who participate in and contribute to the rehabilitation process within a team approach.**

Components of Rehabilitation Interventions: Multiple Disciplines

- Occupational Therapists
- Physicians
- Physical Therapists
- Speech and Language Therapist
- Audiologists
- Rehabilitation Nurses
- Social Workers
- Rehabilitation Psychologists
- Neuropsychologists
- Therapeutic Recreation Specialists
- Rehabilitation Counselors
- Additional Rehabilitation Professionals
- Community-Based Rehabilitation (CBR)

Major Objectives of Community Based Rehabilitation

- **The major objective of community based rehabilitation is to ensure that people with disabilities are empowered to maximize their physical and mental abilities, have access to regular services and opportunities and become active, contributing members of their communities and then societies.**
- **Community based rehabilitation promotes the human rights of people with disabilities through attitude changes within the community. also includes all age groups: children, youth, adults and older people**
- **Community based rehabilitation aims to include people who have disabilities from all types of impairments, including difficulty hearing, speaking, moving, learning or behaving.**

Inclusiveness and Information Technology (ICT)

- **Inclusiveness and Information Technology examines the extent to which regulatory frameworks for information and communication technologies (ICTs) safeguard the rights of persons with disabilities and vulnerabilities as citizenship rights.**
- **Effective access to information is crucial in facilitating the participation of citizens in civil society.**

Inclusiveness and Assistive Technology

- **Technologies promote independence for people with disabilities and vulnerability.**
- **The use of devices, computers, robots, and other established assistive technology (AT) can potentially increase the autonomy of people with disabilities and vulnerability, by compensating for physical limitations and circumventing difficulties with normal activities of daily living (ADL).**

Implement Inclusive Job Opportunities and Employment

- **The recently adopted 2030 Agenda for Sustainable Development** calls on governments around the world **to promote full employment and decent work for all, including persons with disabilities and vulnerabilities.**
- Besides directly targeting employment, the 2030 Agenda and the accompanying SDGs also emphasize the need to guarantee the rights of persons with disabilities and vulnerabilities to equal and accessible education; social, economic and political inclusion, and access to cities, transport systems and public space.

Barriers of Employment

- Other barriers are:

A. **Attitudes and Discrimination**
B. **Inaccessibility**
C. **Education and Training**
D. **Limited Social Networks**
E. **Women Disabilities**
F. **Legal Barriers** legal restrictions on their participation in certain types of employment
G. **Inflexible Work Arrangements**
H. **Dismissal on the Basis of Disability** limit their ability to return to work.
I. **The Benefit Trap**

Strategies to Improve Employment for Persons with Disabilities and Vulnerabilities

A. **Anti-Discrimination Legislation**
B. **Vocational Education And Training**
C. **Supported Employment**
D. **Workplace Accommodation Schemes**
E. **Workers' Compensation**
F. **Quota Systems**
G. **Sheltered Workshops**

Conti…

I. **Private Sector Initiatives**
J. **Employer Networks**
K. **Support Disability-Inclusive Business**
L. **Social Enterprises**
M. **Support Persons with Disabilities in the Workplace**
N. **Building a More Inclusive Society**
O. **Boost Education and Training Opportunities**
P. **Break Down Attitudinal Barriers and Challenge Discrimination**
Q. **Improve Data Collection on Disability and Employment**

Chapter 4

Promoting Inclusive Culture

Definition of Inclusive Culture

- **Inclusion** is a sense of belonging, connection and community at work. And inclusive organizations help people feel welcomed, known, valued and encouraged to bring their whole, unique selves to work.
- **Culture** is the ideas, customs, and social behavior of a particular people or society. Culture plays a huge role in shifting the diversity need and forming truly inclusive environments.
- **Inclusive culture** involves the full and successful integration of diverse people into a workplace or industry.

- Inclusive culture encompass both formal and informal policies and practices, and involve several core values:
  - **Representation:** The presence of people with disabilities across a range of employee roles and leadership positions
  - **Receptivity:** Respect for differences in working styles and flexibility in tailoring positions to the strengths and abilities of employees and
  - **Fairness:** Equitable access to all resources, opportunities, networks and decision making processes.

Dimensions of Inclusive culture

- There are three dimensions/ elements of an inclusive culture:
  1. Universal Design
  2. Recruitment, Training and Advancement Opportunities
  3. Workplace Accommodations and Accessibility: Policy & Practice

1. Universal Design

- ***Universal design*** refers to the construction of structures, spaces, services, communications and resources that are organically accessible to a range of people with and without disabilities, without further need for modification or accommodation.

2. Recruitment, Training, & Advancement Opportunities

A. **Recruitment:** Effective recruitment of people with disabilities involves two components:
   1. *Accessible outreach and hiring practices and*
   2. *Targeted recruitment of workers with disabilities.*

B. **Training:** Training plays a dual role in the creation of inclusive workplace culture.

C. **Advancement/dev't:** Research demonstrates that in order to have equitable opportunities for promotion and professional development, like most employees, workers with disabilities typically require access to mentoring.

3. Workplace Accommodations and Accessibility: Policy & Practice

- Policy plays a critical role in generating meaningful inclusion of people with disabilities.
- These are some of the benefits of an Inclusive organization:
  - ✓ Higher Job Satisfaction
  - ✓ Higher Productivity
  - ✓ Higher Employee Moral
  - ✓ Improved Creativity and Innovation
  - ✓ Improved Problem-Solving
  - ✓ Increased Organizational Flexibility.

Building inclusive community

- ***An inclusive community:***
  - ✓ Does everything that it can to respect all its citizens, gives them full access to resources, and promotes equal treatment and opportunity.
  - ✓ Works to eliminate all forms of discrimination.
  - ✓ Engages all its citizens in decision-making processes that affect their lives.
  - ✓ Values diversity and
  - ✓ Responds quickly to racist and other discriminating incidents.

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- **An inclusive society** aims at empowering and promoting the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status.
- Here are things an organization can do to create a more inclusive workplace and, therefore, a more appealing place to work:
  - ✓ Appropriately Connect with Employees
  - ✓ Interact with Different People
  - ✓ Create Employee Resource Groups
  - ✓ Place Importance on Inclusion

Conti…

- ✓ Hold Better Meetings
- ✓ Invest in Diversity Training
- ✓ Create opportunities to experience a variety of social roles that include friendships, contributing to the community and gaining new skills.

- Some of the benefits of inclusion to **the person are:** Improved feelings of well-being and self-esteem.

Why is building an inclusive community important? **Because**

- Should not be allowed Acts of exclusion and injustice based on group identity
- All people have the right to be part of decisions
- Diversity enriches and value our community's diversity

Characteristics of an Inclusive Community

- **Integrative and cooperative:** bring people together and increase collaborative work.
- **Interactive:** accessible community spaces and open public places
- **Invested:** invest resource for a well-being of the whole community
- **Diverse:** welcome and incorporate diverse people
- **Equitable:** equal means to live in decent conditions with other
- **Accessible and Sensitive:** accessible supports and services for all.
- **Participatory:** support the involvement of all their
members in the planning and decision-making

Means/ways of establish inclusive culture

- *To create an inclusive culture* in which everyone feels they belong and is comfortable expressing their uniqueness,
- There are four key *inclusive leadership behaviors*:
  - **Empowerment:** Enable team members to grow and excel
  - **Accountability:** Show confidence in team members
  - **Courage**: Stand up for what you believe is right
  - **Humility:** Admit mistakes

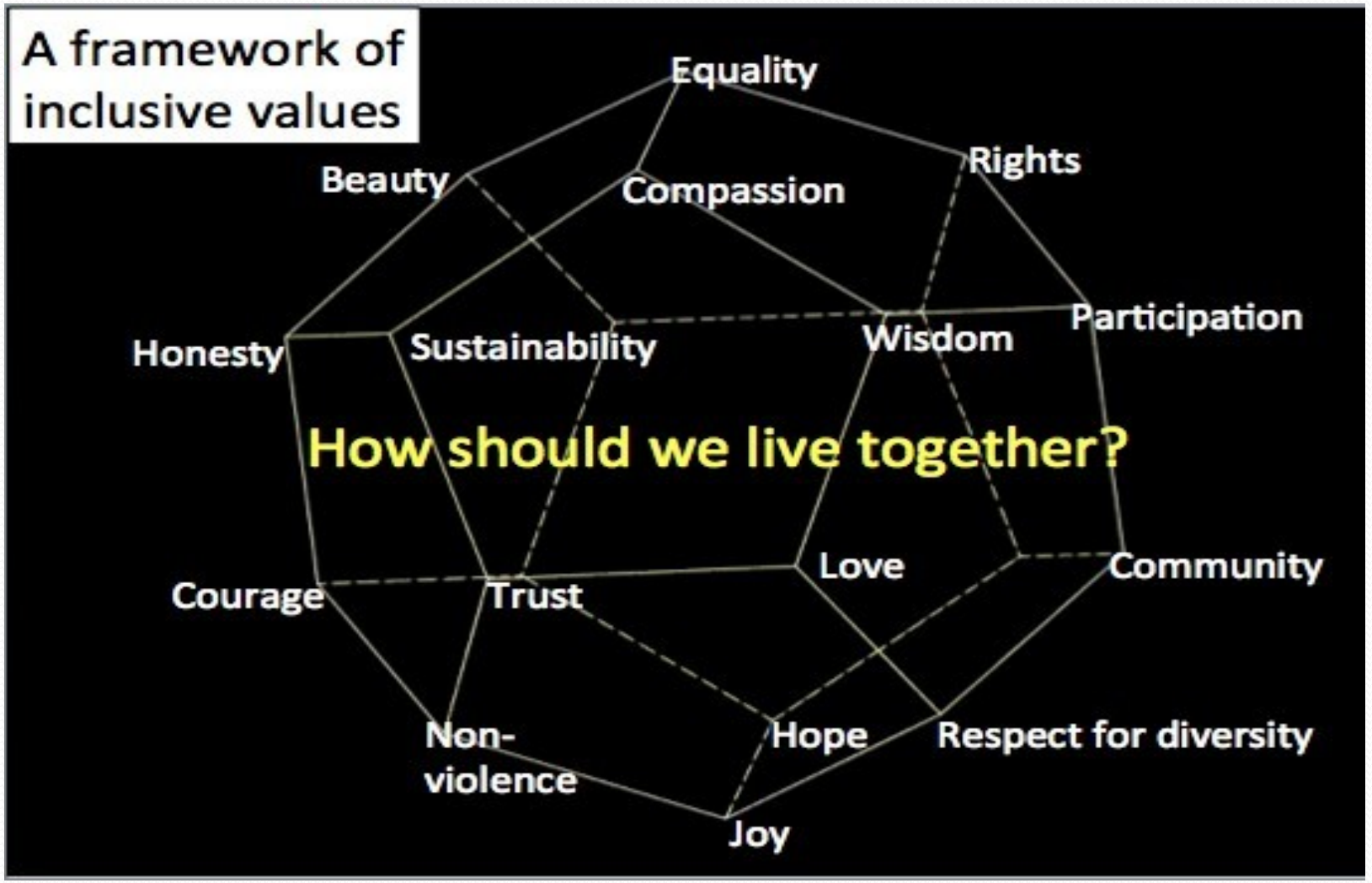
Ten Characteristics of an Inclusive Organization

1. It accepts diversity and inclusion as a way of life.
2. It evaluates individual and group performance
3. It operates under transparent policies and procedures.
4. It is consistent in its interactions with everyone.
5. It creates and maintains a learning culture.
6. It has a comprehensive and easily accessible system of conflict resolution at all levels.
7. It recognizes that it is part of the community that it serves.
8. It lives its mission and core values
9. It values earned privilege over unearned privilege.
10. It accepts and embraces change

Inclusive values

- **Inclusive values** are appreciating diversity, equality and equity, cooperativeness, participation, community, and sustainability are also examples of inclusive values
- ***The seven Pillars of Inclusion:***
  - ***Access***: Access explores the importance of a welcoming environment and the habits that create it.
  - ***Attitude:*** Attitude looks at how willing people are to embrace inclusion and diversity and to take meaningful action.
  - ***Choice, partnership, communication, policy and opportunity***
  - ***Values***

Framework of inclusive value



Indigenous inclusive values and practices

- ***What is indigenous inclusion?***

❖ **Indigenous inclusion** defined as an organizational state that is embraced as a cultural norm, with enterprise-wide workplace strategies as well as a culture which invites the full participation of indigenous people into all aspects of business operations.

Features of an indigenous inclusion:

1. Inclusion has been embraced as a core competency and embedded into the organizational culture;
2. Companies share their organization‘s experience and achievements with inclusion and explain how it has helped their performance;
3. Human rights and responsibilities are promoted and respected. Employees are free of concerns related to basic equity issues;
4. Comprehensive Indigenous procurement, recruitment and corporate social responsibility strategies have been developed as part of an enterprise-wide coordinated approach;
5. Indigenous people are employed and retained in all areas of the organization including the senior leadership and executive positions;

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6. There are significant revenues and jobs gained by Indigenous people and businesses through the organization‘s supply chain;
7. Indigenes community sustainable gains have been realized as a result of the relationships built between the company and the community;
8. High levels of Indigenous employee engagement are seen and experienced in the organization;
9. Leadership has put into place the resources needed to sustain its Indigenous inclusion strategy and it may have introduced an inclusion policy framework or statement;
10. Indigenous inclusion is integral to the mission and vision of the organization.

The End

Thank You!